|  |
| --- |
|  |
| **Apprenticeship Delivery Guide** |
| A Handbook for Apprenticeship Course Leaders, Work Based Learning Coaches and the delivery team |
|  |
|  |
|  |

APPENDIX 1

Apprenticeship Delivery Standards

|  |
| --- |
| This refreshed version, April 2020 is a second approved version reflecting early implementation of actions identified in the University's Quality Improvement Plan. |

**Appendix 1: Delivery Standards for Apprenticeships at SHU**

**SHU Apprenticeship Delivery Standards**

These standards work alongside existing SHU quality frameworks and policy to set a baseline for course teams to collaboratively support and challenge apprenticeship learners from their commitment statement through to their End Point Assessment. These standards complement the Apprenticeship Course Leader Role and WBL Coach roles.

* **Planning for Delivery**: The Course Delivery Team must work together so that curriculum delivery includes strong work based learning that supports the setting of targets and monitoring progress from the apprentice's starting point through to End Point Assessment, further implemented through Progress Reviews, as managed by the WBL Coach.
* **WBL Coach Cohort Allocations**: Coaches are recruited, trained and allocated workloads to reflect levels of expertise and capability to support apprentices' progress, taking into account staff, apprentice and employer experience across the apprenticeship portfolio.
* **On-Boarding (Skills Scan, RPL and the Commitment Statement)**: Course Leaders and WBL Coaches work collaboratively to support the On-boarding process, check the apprentice and employer needs and adjust the learning plan (including Recognised Prior Learning) at the start of each apprenticeship and making adjustments during delivery where necessary.
* **Welcome/Information Evenings**: The Apprenticeship Delivery Team will attend and support employers and apprentices to understand their obligations and expectations, as well as setting out the University's role and key points of the Apprenticeship Standard.
* **Apprenticeship Essentials for Course Induction:**  ACLs arrange/deliver an Apprenticeship-focused induction, supported by the WBL Coach to cover the apprenticeship specific aspects of delivery as well as core SHU induction material.
* **During Delivery:** The ACL coordinates module learning and assessment activities to reflect the needs of the apprentices on their standard so that knowledge skills and behaviours are embedded in delivery and WBL opportunities are maximised. WBL Coaching is integrated to curriculum so coaches can optimise effective progress reviews and SMART target setting.
* **Apprentice Progress Reviews:** WBL Coaches are responsible for scheduling and conducting tripartite progress reviews, engaging employers and supporting progress to achieving timely progress towards Knowledge, Skills and Behaviours in readiness for End Point Assessment. Targets are set and supported by in-curricula work based learning and assessment approaches, coordinated and reviewed by the Course Leader.
* **Monthly ACL & WBL Coach Meetings (B-R-A-G Tracking & Actions):** ACLs and WBL Coaches meet on a monthly basis to review individual and cohort progress using the standard meeting template. This meeting is used to and identify causes for concern to be escalated, and interventions tracked, as well as recognising achievements and agreeing EPA readiness.
* **Safeguarding Matters:** ACLs and WBL Coaches are aware of SHU's obligations to protect vulnerable adults from any threats to their well-being and any safeguarding matters. Key stakeholders including ACL, Academic Advisers, Student support, WBL Coach should be informed of any change in circumstances or well-being issues. Communication to employers must be coordinated with BESE, having regard to confidentiality and GDPR.
* **Apprenticeship Essentials in Curriculum:** The ACL is accountable for implementing certain compliance activities in and around curriculum including: implementing attendance monitoring; organising delivery of the timetabled and scheduled learning activities that make up the Universities contribution to 20% Off The Job Training; identifying and developing opportunities to emphasise British Values, Equality and Diversity; observing that apprentices are undertaking substantially new learning. The WBL Coach will support all these activities.
* **Assessment Practice:** The ACL has oversight of course assessment, including embedding and enhancing a WBL approach to assessment and related delivery activities. This includes developing activity flows between Assessment tasks and the Apprenticeship Progress Reviews.
* **Course Leader Role in Delivering Elements of Curriculum:** ACLs take an active role in delivering parts of curriculum to enhance their knowledge of each cohort and accessibility for the apprentice learners to gain support and provide feedback on delivery.
* **Gateway Period and End Point Assessment:** ACLs ensure that timely and sustained support is available during the gateway period into EPA to maximise apprenticeship completions by the Planned End Date for each cohort and individual. The WBL Coach plays a key role advising on readiness and driving up EPA success for both integrated and independent EPA.
* **Course Review - Apprenticeship Course Improvement Plans and Assessment Boards (Apprenticeship):** Employer and apprentice feedback will inform holistic course review, supported by WBL Coach input. ACLs will use Course Review to ensure a focus on the enhancement of WBL opportunities and look directly at achievement of the whole apprentice programme up to and including End Point Assessment.
* **Employer Feedback:** Employer feedback is taken as seriously as learner feedback and is used responsively during delivery and formally at course review to ensure delivery is sector and employer focussed and maximises the opportunities for employers to realise impact during and after the apprenticeship.
* **Celebrating Success:** The ACL and the WBL Coach both actively champion apprenticeships and work to instil a culture of commitment and ambition in the apprentice and employer community identifying achievements and looking for opportunities to celebrate success.